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ABSTRACT

The intent of this guide is to encourage teachers to have students write, both formally and informally, on a systematic basis. Three types of writing are emphasized: (1) journal writing; (2) research paper writing; and (3) essay writing. The section on journal writing includes a handout for the class explaining the purpose for journal writing and procedures to be followed in keeping a class journal. Different procedures for maintaining the journal and guidelines for journal writing are included in this section. The use of learning logs to improve learning in all subjects is discussed, and suggested writing topics for students are provided. Standards for writing research papers are outlined in the next section. Examples of the title page, topic outlines, brainstorm outlines, table of contents, end notes, and bibliography are provided for distribution to students. An evaluation sheet and procedures for teaching research writing are detailed. The section on essays includes activity sheets for writing essays on several different English/social studies topics, including Ralph Waldo Emerson, Huckleberry Finn, Social Darwinism, the roaring twenties; and technological change. Also, rubrics for grading essays are explicated. (SM)

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THE

LOS ALTOS

WRITING PROJECT

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ACKNOWLEDGEMENTS 9/86

This manual is a product of my Mentorship on Critical Thinking and Writing between the English and Social Studies Departments. Its intent is to encourage teachers to have students write, both formally and informally, on a systematic basis. This booklet is not the end of the project but a beginning. Future adjustments and fine tuning of the material are expected.

Many teachers of both departments have aided in this endeavor. From after school brainstorming meetings, to critiquing material, to the writing of the manual, many have given time and effort.

The following have been most helpful and instrumental in the development of the material in this manual. **Ray Dean**, **Lynn Rego**, and **Bill Rockwood** gave of their class time, doing double duty, to develop the specifics on journal writing and the research paper format. Their input, suggestions, generously sharing of materials for this project, and time are most appreciated. **Gary Kroeker**, **Marita Kroeker**, and **Sam La Sala** developed the 11th grade coordinated writing assignments, a task that was arduous and stimulating. To these people I am most grateful.

A thank you to **Don White** for arranging the funding to print and distribute the manual.

TO ALL MY COLLEAGUES IN THE ENGLISH AND SOCIAL STUDIES DEPARTMENTS --**THANK YOU**.

Dick Kraft

INTRODUCTION

The Los Altos High School Writing Project has the following objectives.

I. To encourage teachers to provide opportunities for students to write.
II. To establish school-wide definitions for and standards of writing.
III. To improve critical thinking levels of students through writing.

The '*PROJECT BOOKLET*' contains the following:

1. Definitions for a paragraph, a composition, an essay, and a definition of PLAGIARISM.
2. Research paper standards.
3. Journal/Learning Log writing guidelines.
4. Rubrics for grading essays.
5. Suggested Journal entries for the 9th and 11th grades.
6. Coordinated English/Social Studies Writing Activities for the 11th grade.
7. Local library addresses, telephone numbers, and hours.

Writing requires students to think and think critically. The more students write, the better critical thinkers they become. Systematic, daily writing in journals or learning logs can aid the student in this process. It can also provide the teacher with the opportunity to focus students on the topic of the day or to quickly access student needs. Journal writing is informal. It does not required detailed or time consuming grading.

The research paper style guide which was agreed to is *Form and Style* by Campbell, Ballou, and Slade. All department members are being furnished a copy and copies are on reserve in the school library. Through the use of a school style manual, students will be able to learn one style of writing research papers. While teacher variation is appropriate, the basic format should be adhered to by all. The basics of the research paper can be taught in the final triad of the second semester of the ninth grade English class.

Coordinated writing assignments are presented for the 11th grade. Students in completing the activities are required to refer to material studied in both departments. The assignments are ALL part of the present course of study for each department. They will enhance existing assignments and/or material covered.

Present day research indicates that student writing skills and thinking skills are improved by writing. It is hoped that members of both departments will establish regularly scheduled journal and/or learning log writing time periods. More formal writing should be part of the course work of each department. An important point for teachers to remember is that all writing does not have to be formally graded by the teacher. Peer grading, quick review, and self-evaluation can all be effective in the process.

If we, as teachers, are truly serious about improving the abilities of our students to write and to think critically, this manual and the material within it can be a tool that can make this effort easier. Try it; suggest improvements. **GOOD LUCK.**

WRITING PROJECT
DEFINITION OF TERMS

The following definitions have been established for writing across the curriculum. All teachers should use the terms, as defined, when assigning written work and giving examinations and/or quizes.

PARAGRAPH---A **paragraph** consists of at least five sentences which include the following:

ONE (1) TOPIC SENTENCE
THREE (3) SUPPORTING SENTENCES
ONE (1) CONCLUDING SENTENCES

COMPOSITION---A **composition** consists of one or more related paragraphs written in a less formal style, i.e. letters, journal writing.

ESSAY---An **essay** consists of the following paragraphs.

AN INTRODUCTORY PARAGRAPH
ONE OR MORE BODY PARAGRAPHS
A CONCLUDING PARAGRAPH

LOS ALTOS HIGH SCHOOL STATEMENT ON PLAGIARISM

Plagiarism – The appropriation or imitation of the language, ideas, and thoughts of another author* and representation of them as one's original work. (Random House Dictionary of English Language)

*another author includes friends, classmates, parents, brothers, sisters, other relatives, **anyone beside yourself**.

It is an act of plagiarism (CHEATING) to use another's work as your own. This applies to homework and formal papers. The sharing of homework falls under this definition. So does providing test or quiz information. The person who shares their homework and other information is as much at fault as the person using it.

RUBRIC FOR GRADING AN ESSAY

To receive credit an essay should have the characteristics cited below. Five levels of achievement are given with the criteria for success given to each level. The levels, 0 - 4, correspond to the letter grades, F - A. Teachers should assign the grading scheme appropriate to their class before presenting this to their students.

Students are expected to meet the level of achievement cited to receive the grade indicated. With practice peer grading can be used to access student achievement. Whether it be teacher or peer grading, familarity with the criteria is a MUST. A HOLISTIC ASSESSMENT should be used in the grading of the essays. Holistic assessment emphasizes the functional relation between the parts and wholes in grading the paper. The paper's general impression, taken as a whole, is applied to the rubric (scoring guide). The paper is assessed as seen in its totality and not as a bunch of parts. There are no *content* and *mechanics* grades but rather a single grade or evaluation based on the degree to which the essay followed the direction or met the objectives of the assignment.

A more elaborate rubric which requires students to achieve a certain level of mastery can be easily adapted to this rubric. Students would be required to write at a certain level and if they did not achieve that level they would rewrite the asssignment until they did. As a student achieves each level, more difficult assignments (higher levels of the Bloom Taxonomy of Learning, for example) can be given.

TERMS FOR WRITING

RUBRIC

A rubric is the criteria for evaluation, the scoring guide. A rubric defines the attributes which, taken together, constitute the standards according to which the student's work is judged. A rubric tells the student quantitative and qualitative requirements necessary to receive a given grade. It tells the student (and the teacher) how an "A" paper differs from a "B" paper and so on. The emphasis of the rubric is the cognitive task. Conventions are a less significant consideration. It assumes that each attribute that makes up writing skills is related to all other attributes and that one attribute cannot be easily separated from others. The whole is greater than the sum of the parts, thus the rubric should be mastered, even internalized by the reader.

PARAGRAPH

A paragraph consists of at least five (5) sentences which include the following: one (1) topic sentence; three (3) supportive sentences; and one (1) concluding sentence.

COMPOSITION

A composition consists of one or more related paragraphs written in a less formal style, i.e. letters, journal writing.

ESSAY

An essay consists of the following paragraphs: an introductory paragraph; one or more body paragraphs; and a concluding paragraph.

PROMPT

The prompt describes the task which the student is to complete. Prompt tells the student what to do (task) and how to do it (directions). The task identifies the nature of the assignment. The topic states the problem or issue at hand. The topic is the subject of discourse, while the directions tell the student how to respond to the topic. It includes the specific directions--the essay shall be so long; will have a title page; and other teacher specifications. It includes cognitive tasks expected of the student--describe, argue a position. It includes structural requirements--details, examples.

REWRITE (Teacher decided)

A rewrite is a teacher determined requirement for the student. It provides individualized feedback to the student. The student receives an evaluation and has the opportunity to rewrite the paper. The evaluation of the paper arrived at from the rubric tells the student how the essay can be improved by noting the weak spots, faulty reasoning, lack of evidence, or whatever those things are that would have imnproved the quality of the student's response.

STANDARD ENGLISH CONVENTIONS

Proper uses of standard grammar, spelling, sentence structure.

RUBRIC FOR ACHIEVEMENT ON ESSAY

0 (Fail) Student has not written an essay as defined. Student has not presented a position, or thesis. Student has failed to address the topic. Student has failed to use standard English conventions.

1 (D) Student has a discernable position, judgment, or thesis but has not cited reasons for the position or explained the position. No evidence of support given. Essay is disorganized, lacking a logical development. Not in essay form, but attempt has been made to write essay.

2 (C) Student has presented a clear position, judgment, or thesis on the topic. A proper essay has been presented. The body contains reasons and explanations that logically support and prove the position(s) taken. Evidence used is general with few specific illustrations of support given. Use of English conventions generally correct.

3 (B) Student's essay goes BEYOND requirements for 2 in that essay is coherent, with reasons and explanations built upon each other/previous ones. The transitions from introduction to body to conclusion are clearly developed. Transitions between specific reasons in the body are clear. The reasons and explanations for the position are related back to the main point or position of the whole essay. Most specific reasons in the body have precise illustrations and examples that support the reason. The student has presented illustrations that are exact and clear and go beyond lecture or text material assigned in the class. Standard English conventions are generally used well; use of proper grammar, spelling, sentence structure lends to the clarity of the essay as a whole.

4 (A) Student's essay goes BEYOND requirements in 3. Student has written an essay that has total internal coherence; all reasons in the body build on each other; all transitions are clear; all specific reasons relate back to the main position and are illustrative of the position taken or point made. Student's writing style is creative and uses of standard English conventions are arresting; point of the essay is made dramatically.

TEACHER NOTE: How this rubric is used will be determined by the teacher. A point system, letter grade, plus/minus, or even a check mark system can be used to grade the essay. A combination of the above may be most appropriate--some essays graded by plus/minus others by letter/point grade. A consistent system is needed and the STUDENTS must be taught how to use the rubric. Once the idea and intent of the rubric is mastered, peer grading can be used and thus teacher time saved.

RUBIC FOR ESSAY
STUDENT GRADE SHEET

STUDENT_____ TRIAD_____

A D S A S T S E I G N	1ST ESSAY	2ND ESSAY	3RD ESSAY	4TH ESSAY	5TH ESSAY	6TH ESSAY
ESSAY FORM						
POSITION JUDGMENT THESIS						
REASONS EVIDENCE ILLUSTRATIONS						
ORGANIZED DISORGANIZED						
COHERENT						
TRANSITION						
STANDARD ENGLISH CONVENTIONS						
GRADE						

RUBRIC FOR ESSAYS

PERIOD_____ TRIAD_____

STUDENT NAME	ESSAY FORM	POSITION JUDGMENT THESIS	REASONS EVIDENCE ILLUSTR.	ORGANIZED DISORGAN.	COHERENT INCOHERENT	TRANSITIONS	STANDARD ENGLISH CONVENT.	GRADE

LOS ALTOS WRITING PROJECT
ENGLISH/SOCIAL STUDIES DEPARTMENTS

JOURNAL WRITING

Journal writing can take many forms. None of these forms require much classroom time, but ALL will provide the student and teacher with positive learning opportunities. Writing requires the writer to THINK CRITICALLY. The Critical Thinking levels may not be sophisticated, but they are there. As the students write more and more, critical thinking abilities become more sophisticated. It is hoped that all teachers in BOTH departments will devote a few minutes each day to JOURNAL WRITING. Topics are presented which both departments can use for journal entries, and thus it can be established that subject disciplines are interrelated.

This journal writing will take no more than seven minutes of class time--time which teachers can use to take roll, collect their thoughts, even write themselves.

TYPES OF JOURNAL WRITING

FREE WRITE--In this type of journal writing the teacher allows the students to write about whatever.

JOURNAL ENTRIES--The teacher provides a SPECIFIC topic on which all students write.

LEARNING JOURNAL ENTRIES--The students write about what they read, discussed, researched, saw, or heard.

Combinations of the above can be used. The objective is to have the students write. They are to write for the sake of writing, not for a grade or to please you, the teacher.

GRADING

Journals are NOT graded in the same way as homework. Standards are established as to length (two paragraphs, writing to the second hole in the spiral notebook) and if the student does this it is an "A" paper. See example JW-2.

The following are provided.

JW-1---"Learning Logs: A Communication Strategy for All Subject Areas" (Teacher reading)

JW-2---JOURNAL WRITING (EXAMPLE OF A STUDENT HANDOUT)

JW-3---General Journal Topics (For Teachers)

JW-4---Junior English/Social Studies Topics (For Teachers)

LEARNING LOGS: A COMMUNICATION STRATEGY FOR ALL SUBJECT AREAS

BY ARLETTE SANDERS (EDUCATIONAL LEADERSHIP)

In the past decade, teachers of language arts have been quietly engaging in a new philosophy of written expression--that students can learn from writing rather than writing what they have learned. It has liberated these teachers from the tedium of grading every written shred and from the bordom of reading regurgitated facts and ideas.

Probably the most productive writing and learning strategy available to students and teachers in any subject area is the simple learning log or journal. Typically, students make entries during the last five minutes of each period, responding to the following types of questions:

1. What did I learn today:
2. What puzzled me?
3. What did I enjoy, hate, accomplish in class today?
4. How did I learn from the discussion or lesson?
5. How was my performance in class?

Sometimes the teacher might write four or five key words on the board and ask the students to "free write" about them for several minutes. Another way to help students delve deeeply into the process of a difficult operation or sequence is to ask them to focus on *how* they perform it, or where they believe they lose the strand of the sequence, process, or thought.

The topics teachers suggest will differ according to the age and experience of the students. Typical assignments for younger students might be":

1. Talk to your textbook, ruler, computer. Tell it how you feel about it.
2. Get angry with your work because . . . . . .
3. Be proud today because . . . . . .
4. Write your log a secret about your day today.

More sophisticated students can be guided to explore their feeling about their learning.

1. How did I feel doing CPR on a dummy? How will I problably react if I ever have to perform on a human? What am I most/least confident about?
2. What words in political science caught my attention? Why?
3. What prejudices did I have about calculus? What has changed, improved, become worse?
4. What do I say about phys. ed. even though I know it isn't true?

Class members must have the right to withhold any entries they prefer not to share. Eventually, as student-teacher and student-student trust develops, fewer passages will be withheld.

At every grade level, students can write dialogues about a crucial point in a day's lesson.

1. Converse with a molecule about its properties.
2. Tell Helen of Troy about the women's movement.
3. Write a dialogue with your parents or a friend about authority.
4. Ask the subjunctive tense to explain its forms and function to you.

Several times weekly, students can share excerpts of their entries with the class. They can discern similarities and differences in one another's learning experiences, as well as difficulties and attitudes. While learning logs can't substitute for formal assessments, they can indicate to the teacher the need for subtle changes in teaching. They provide a simple "educational pause."

Teachers, too, should write during those five minutes and share entries with the class. It might be a revelation for a class to hear, " I didn't enjoy teaching this class today because the kids looked bored. Well, I was out late last night and didn't really prepare much . . " or "This was a terrific class period. Even though the discussion on materialsim went off on 20 tangents, it was great to see Ned and Sally involved. The kids really listened to them . . . □

JW-2-STUDENT HANDOUT

JOURNAL WRITING

PURPOSE

Over a period of thirty years or so, we have seen a steady decline in the ability of our young people to both read and write with proficiency suitable for functioning in the outside world. This has been attributed to several things including television, computers, and sundry other excuses. However, as a Teacher, I am not interested in the reasons why. My concern is reversing that trend among my students.

PROCEDURE

Recent studies have shown that the best way to improve writing ability is simply to write. Whether we write shopping lists, poetry, stories, reviews of our learning, or notes to our friend, it all helps. This is one case when the old axiom " *If a little is good, a lot is better* " seems to ring true. Therefore, regardless of our other assignments, we will write for about seven minutes every day. NO EXCEPTIONS. EVERY DAY.

CONTENT

These same studies have also shown that it does not matter what we write about, as long as we write. Each day when we start class, I will have suggested a topic on the chalk board. You may use this topic as the basis for your day's writing or you MAY write about something else. In other words, you may write about anything you wish, as long as you write. All journals will be kept strictly confidential. No one, except me, will see anything written in your journal unless you show them.

REQUIREMENTS

1. YOU MUST WRITE EVERY DAY.
2. YOU MUST WRITE IN A SPIRAL NOTEBOOK 8 1/2 x 11 PAPER.
3. YOU MUST BRING YOUR JOURNAL WITH YOU DAILY. THE JOURNAL SHOULD NEVER BE USED FOR ANYTHING OTHER THAN JOURNAL TOPICS.
4. EACH DAY SHOULD BE ENTERED ON A SEPARATE PAGE THAT HAS THE DATE AND TITLE CENTERED ON THE TOP LINE.
5. YOU WILL BE GIVEN APPROXIMATELY SEVEN (7) MINUTES FROM THE TIME THE TARDY BELL RINGS TO COMPLETE YOUR JOURNAL ENTRY FOR THAT DAY. THIS GIVES YOU TWO MINUTES TO GET YOUR THOUGHTS TOGETHER AND FIVE MINUTES TO WRITE.

GRADING

Your journal writing will be evaluated as follows:

1. Effort--did you write up to your ability? Is today's topic better quality than yesterday's?
2. Time--did you write for the entire time limit?
3. Neatness and penmanship--even people in the third grade can be neat!
4. Consistency--did you write every day of the week?

NOTICE that content and ability are not what I will be grading. If you meet the above objectives, you are assured an "A" for the week on your journal. All journals will be graded with a letter grade once per week. Tardies and absences cannot be made up on this particular task.

GENERAL JOURNAL TOPICS

PERSONAL REMINISCENCES

1. The best or worst thing that happened to you the first day of school.
2. My first: fight; encounter with the law; encounter with racial discrimination; job; spanking or being punished; dollar; ten years were the hardest; important decision and why I made it.
3. My most: embarrassing moment; stupid thing I ever did; serious accident.
4. I — expected too much; don't feel that way any more; changed my mind; was scared/there persished twice; knew it would happen; learned from experience; remember Mama/Papa.
5. Thoughts on: Christmas Eve; Martin Luther King Day; Memorial Day; Exam eve.
6. Learning to like: vegetables; other foods; English; Social Studies; Math; ????.
7. One of life's comedies (or tragedies) in which I played a star part.
8. The little red schoolhouse. (Sunday school or kindergarten as I remember it.)
9. The mistake I vow never to repeat. (I'll never do again.)
10. A tradition (or custom) in our family (neighborhood, section, state, or country).
11. I sold papers. (A job I have held.) (My summer job.)
12. Musical memories. (Songs my mother taught me.)
13. That was a vacation. ("Having a wonderful time.")
14. A trip to the: fair; church; theater; park; zoo.
15. What I learned from Dad. (Mom, Grandparents, siblings)
16. How my family celebrates (a holiday).
17. The dog (or other pet) in my life.
18. The origin of my family name.
19. My ancestor; family.
20. What I have inherited.
21. The "400" in my home town.
22. An inexpensive good time.
23. An experiment I once tried.
24. My big moment.
25. Happy ending.
26. A sports event I will never forget.
27. Growing pains.
28. An obstacle I overcame (or must overcome)
29. It shouldn't happen to a dog.
30. My life and hard time. (Hard times behind me.)
31. Houses I remember.
32. My experience in hospitals. (My operation.)
33. Memories of home.
34. My narrowest escape.
35. The longest minute I ever spent.
36. The wisest thing I ever did.
37. He who hesitates is lost.
38. Prize memory of the year. (Regrets of the year)
39. My housing problem.
40. A Christmas thrill. (Christmas this year)
41. My conscience is my guide.
42. Childhood ambitions.
43. A strong influence on my life.
44. The best class period this semester.
45. An unforgettable experience.
46. Things I have lost (found).
47. The fun of being sick.
48. Moving into a strange town.
49. I kept my New Year's resolution.
50. What I have learn in English or History . . .
51. An important decision.
52. The world I left behind.
53. An unusual incident.
54. A day I would like to forget.
55. Too far from home.
56. A tense moment.
57. Clouds in the sky.
58. I was a hero.
59. On the bum.
60. If I could do it over.
61. Too early in the morning.
62. Champion!
63. How I learned to read.
64. A boaster deflated.
65. The wrong key.
66. In one ear.
67. The twain met.
68. Over the bounding main.
68. Tinker, tinker, little car.
69. A simple pleasure.
69. Some family treasure.
70. Someone's hands.
71. The way someone walks.
72. My first football game (or any game).
73. The total effect of a costume.
74. How a particular event in my life made me a different person.

PERSONAL REACTIONS

1. A clear conscience is better (worse) than popularity.
2. What I would do it I knew I would lose my sight tomorrow.
3. The mental blindness of the human race.
4. It's easier to blame others.
5. What is more beautiful--the simple or the ornate.
6. The continuity of human experience.
5. Is maturity a relative thing?
7. The real me.
8. Is pride a primitive trait?
9. Worry.
10. How am I doing?
11. Why I: dislike my name; like a small town; to to church; shall go to college; do (not) play cards; like poetry; like music; believe in immortality; do not believe in divorce; want to be a . . . . ; like to read novels; prefer jazz to classical music (or vice versa); don't like the comic strips;
12. Why .....is my favorite sport; my favorite picture; my favorite movie;
13. My idea of: hard work; a good dinner; a good course; a gentleman or lady; a dull evening; a perfect school.
14. How I: feel in a dentist's chair; feel when I have not prepared for a lesson (or exam); judge character; read a newspaper; can find time to study; would invest one thousand dollars; treat nosy people.
15. How: color affects me; much I am affected by advertizing?
17. What I: like in art and music; don't like (or do like) about Illinois; get out of music; want from life; think about athletics; like about the Midwest; really enjoy doing.
18. What I: think about science laboratories; student participation in extracurricular activities; air travel.
19. If I were a (Jew, Protestant, Black, Catholic, labor leader, capitalist, congress member, or newpaper editor) . . . .
20. What animal I should like to be for a day.
21. What religion means to me.
22. What's wrong with my home town.
23. The finest movie I have ever seen.
24. The peeves and I.
25. Being lonesome.
26. The most monotonous thing in the world.
27. Things I could get along without.
28. Effects of weather on my thoughts.
29. Names: advantages and disavantages.
30. Music I enjoy.
31. A popular movie I didn't like.
32. My: future as I see it; hobby and why I like it; philosophy; dream vacation; record collection; ambition; worst enemy; alarm clock; family is a problem.
33. My favorite: pastime; breed of dog; hero in fiction; subject; writer; season; prejudice; spectator sport; musical composer and why I like him/her; movie star; extracurricular activity; magazine; climate.
34. A worthwhile organization to which I belong.
34. Who's afraid?
35. A character from fiction I would like to meet.
36. Blue Monday mood.
37. Three books I want to own and why.
38. What's the use?
39. Radio programs I detest. (I hate soap operas).
39. Confused.
40. The most important day.
41. It was music to my ears.
42. I like farm life.
43. The children of my relatives.
44. May I suggest . . . . .
45. Is farm work hard?
46. I scrub for my education.
47. A perfect job.
48. Examinations are a bother.
49. Things that make me happy.
50. A record collection I should like.
51. A legend of my town.
52. I discover . . . . .
53. I prefer . . . . . .
54. The way I'd teach English (History)
55. Homesick.
56. I belong to a minority group.
57. I am greedy for success.
58. A book I have read more than once.
59. Types of people who impress me.
60. The theme I've always wanted to write.
61. I am afraid of . . . .
62. The pleasure of getting something new.
63. When I can think best.

64. A miserable feeling.
65. A favorite food. (foods)
66. The relation of religion to my life.
67. The way of all television.
68. I'm tired.
69. I'm tired of monotony.
70. Let the rest of the world go by.
71. Let's build a wall.
72. Games are silly.
73. Who wants to be a football star?
74. Let's abolish science.
75. Man's greatest invention.
76. Why man is superior to monkey.
77. Why read or write?
78. If ignorance is bliss . . . . .
79. How to be happy though stupid.
80. The face in the mirror.
81. In a moment of optimism.

MY WORLD

1. What do you think are the enemies of mankind?
2. What "bugs" me most.
3. Should we go to the moon (or any other plant)?
4. What is you opinion of dissenters?
5. The importance of independence.
6. Poverty and happiness.
7. Are movies and TV stereotyping us today?
8. Is dictatorship ever justified?
9. A catalog of likes and dislikes.

FILL-INS

1. I would like to change _____(and why).
2. I dislike _____
3. If I could, I would like to _____
4. I think _____is wrong (or right)
5. If only _____
6. Happiness is _____
7. _____ and I just don't agree.
8. I remember _____
9. If I received a thousand dollars _____

PERSONAL REMINISCENSES AND REACTIONS

1. Adolescence--a preparation for love.
2. The best team.
3. A belief I had when I was young.
4. An action and my reaction.
5. Dates and dating.
6. A fear I overcame.
7. The day I received my driver's license.
8. The generation gap.
9. I cut my hair.
10. I had to decide.
11. I say it happen: why did it?
12. In the presence of my peers.
13. The joys of being a car owner.
14. The moon--what next?
15. My encounters with racial discrimination.
16. My experiences as a babysitter.
17. My first semester in high school.
18. My idea of a perfect day.
19. The less brilliant moments of my life.
20. My biggest gripe.
21. My opinion of poetry.
22. One of my favorite movies.
23. One of my favorite television shows.
24. On learning . . . .
25. An open letter to my parents.
26. The relevancy of school.
27. A person to whom I am grateful.
28. Rewards of nature.
29. Those were the good old days.
30. Three cars I would never own.
31. Three things worse than death.
32. A typical day in my life.
33. What I like best about summer.
34. What would have happened if . . .
35. When I feel most independent.
36. Why I'd change a rule in my school.
37. Why I like rock music.
38. The world in which I live.
39. What I have learned about people over . .vacation.
40. Black is beautiful.
41. After a long interval (revisiting a scene that holds special meaning).
42. An effective way to envision history is to read fiction.
43. What I dislike most about Christmas (or some other holiday).
44. How the English program at Los Altos High School should be changed.

FAMILIAR ESSAY

1. Pet peeves.
2. Life begins at 10 p. m.
3. An adventure in friendship.
4. The virtues of idleness.
5. Pages from my family history.
6. I'd like to write a book.
7. Being contented.
8. Bargain shopping.
9. Crushes and hero-worship.
10. an important decision.
11. The most important thing I have learned.
12. Local crudities (or curiosities).
13. Fire!
14. A curious dream.
15. While the jukebox blares.
16. The art of conversation.
17. I should have known.
18. On favorite colors.
19. Let me cry on your shoulder.
20. Lest we forget.
21. Plot for murder.
22. Worrying is good for you.
23. Going aroung in circles.
24. A contribution to better living.
25. Unnatural character in literature.
26. Shoe personality.
27. New brooms raise a great deal of dust.
28. Nurses are angels.
29. On a rainy day.
30. Pride before the fall.
31. Soap Operas.
32. Why all the excitement?
33. . . .night on the radio.
34. Sidewalk hogs.
35. Tied to the apron strings.
36. Table manners.
37. Mental cruelty.
38. What a home ought to be.
39. Heart trouble at school.
40. Many brave hearts.
41. Library notes.
42. Radio commericals.
43. Why people have hobbies.
44. Borrowing and lending.
45. The kind of friends who wear well.
46. The life of a piggy bank.
47. Maturity has its drawbacks.
48. Local weather.
49. On a shoestring.
50. A real champion.
51. Going, going, gone.
52. The blue ribbon.
53. The world in which I live.
54. Cats are a nuisance (blessing).
55. The advantages of being a hermit.
56. "Look for the silver lining."
57. Borrowing.
58. Today's slang.
59. The value of pessimism.
60. The values of sleep.
61. Choosing a hat.
62. Different ways of washing dishes.
63. Telling fortunes.
64. On a dog.
65. The art of being friendly.
66. If I had twenty-four hours to live.
67. What is means to be poor.
68. Saturday night.
69. Things are tough all over.
70. Twins.
71. Cosmetics: theoretical and applied.
72. Skeleton in the closet.
73. Reading for pleasure.
74. Quizzes.
75. What is tact?
76. Amateur dramatics.
77. Mother picks a school for Mortimer.
78. Brotherly love.
79. Fishing.
80. My idol.
81. What is a dog's life?
82. How intelligent is a horse?
83. Baby-tending, a harrowing job.
84. If anyone told the truth.
85. It's fun to observe people.
86. If we could read each other's minds.
87. They did it again.
88. Facing facts in daily life.
89. A good spectator.
90. Amusement crazy.
91. Horror movies.
92. The early worm passes the exams.
93. A recipe for a satisfactory life.
94. The last call.
95. A tale told by _____ (some relative).
96. Once upon a time.
97. Dangerous living.
98. Chivalry is still alive.
99. "The best laid schemes . . ."
100. Books which have become movies.
101. Is it important to know one's weakness?
102. Useful pets.
103. Clothes do not make the man.
104. Good taste.

105. Bad habits and how to enjoy them.
106. It's a wonderful life.
107. The picture of life one gets from the movies.
108. A fly in the ointment.
109. Counting chickens before they are hatched.
110. Mice.
111. Liars should have good memories.
112. The jolly company.
113. Green pastures.
114. Practical people.
115. Midnight.
116. Reputation.
117. The tables turned.
118. Old age.
119. Ghosts.
120. Things old and new.
121. The key.
122. A pipe and slippers.
123. Come and get it.
124. The unknown.
125. The circus comes to town.
126. Better late than never.
127. Radio jingles.
128. A pair of gloves.
129. Moustaches.
130. Life on the farm.
131. Life in the city.
132. On hearing an alarm clock.
133. My corrrespondence.
134. The value of pets.
135. Superstitious practices.
136. Who is my neighbor?
137. Misleading labels.
138. What is success in life?
139. What is sportsmanship?
140. What is humor?
141. My definition of tolerance.
142. What liberty means to me.
143. What is meant by maturity.
144. The meaning of dreams.
145. Benefits of crying.
146. Voices I could identify.
147. What makes an educated person today.
148. Qualities of friendship.
149. The educational value of mistakes.
150. American slang.
151. The value of patriotic symbols.
152. Words are cheap.
153. Christmas (birthday) gifts are a necessary evil.
154. If an ancient Greek came to Chicago (or any other place).
155. The tribulations of a junior high student.

JUNIOR ENGLISH/SOCIAL STUDIES JOURNAL TOPICS

The following are examples of the kinds of topics appropriate for junior year journals. It should be noted that they are related to class material and are personal. The topics should provoke individual thought on the subject, not be a repeat of class material discussed unless used as a summary entry in a learning log. Additional topics should be developed by the teacher appropriate to the unit of study. Each example has been suggested for either English (E) or U.S. History (USH). Many can be adapted for either course. The general topics list may also be helpful.

Examples of Junior year topics:

1. You are an American Indian viewing the arrival of the Mayflower. What are your thoughts and feelings about this happening. (E)

2. After having read Anne Bradstreet's poem, "Upon the Burning of Our House July 10th, 1666", what feelings expressed in the poem can you identify with. (E)

3. What was the biggest problem of adapting to the geographical environment of the New World faced by early settlers? (USH)

4. What do you find most difficult to accept about the God presented by Jonathan Edwards in "Sinners in the Hands of an Angry God". (E)

5. Using the photo on p. 149 of the text describe the audience reaction to Patrick Henry's statement — "Give me liberty or give me death". (USH)

6. How did the American Indians view of man and his relationship with the earth differ from that of the White settler? (USH)

7. How does de Crevecoeur's definition of an American fit with your definition today? (E)

8. If you were King George III by what part of the Declaration of Independence would you have been most outraged? (USH)

9. You and a friend are Privates in the Continental Army and your friend wants to go home. How would you persuade him to stay? What arguments would you use? (USH)

10. How would you have reacted to the experience of the narrator in "The Fall of the House of Usher"? (E)

11. How would Thoreau feel about American society if he were alive today? Why? (E)

12. You're an American Tory and you have just heard that King George III is withdrawing the British forces. What are your thoughts and feelings? (USH)

13. Compare the "Gettysburg Address" with "Ode on Confederate Dead". Which is most moving? Why? (E)

14. There is a knock on your door and standing there are three escaped slaves who are seeking refuge. What do you do? Why? (NOTE: change to use with the following groups also- Vietnamese Boat People, Central American Refugees, Undocumented Aliens.) (USH)

15. How does Huck Finn compare with today's typical teenager? (E)

16. Would you have joined in the Freedom Marches? Why? (NOTE: this can be used for any of the protest movements past and present.) (USH)

17. It is the night before 'Trinity' and Oppenheimer has decided to cancel the test. How would you persuade General Groves to go through with the test? (USH)

18. In "Big Two-Hearted River" Nick Adams returns to the Michigan woods to recuperate from a traumatic experience. How do you "recuperate from/deal with/recover from" a difficult experience? (E)

19. Do you see any conflict between the philosophy of a democratic state and John F. Kennedy's statement — "Ask not what your country can do for you, but what you can do for your country"? (USH)

20. Was the sinking of the *Lusitania* as much as act of terrorism as the hyjacking of the *Achille Lauro* or the attack on the Rome aiport? Why? (USH)

LOS ALTOS WRITING PROJECT
ENGLISH/SOCIAL STUDIES DEPARTMENTS

RESEARCH PAPERS GUIDELINES

The following format is to be used by the English and Social Studies departments for all reseach papers. Students will receive these guidelines in the *Los Altos English Department Writing Manual* in their freshman year. *Form and Style* by Campbell, Ballou, and Slade will be the style manual used for all research writing. Continuity of requirements will aid both the students and teachers in this writing endeavor.

RESEARCH PAPER FORMAT (SEE STUDENT HANDOUT RP-A)

TITLE PAGE
ORGANIZATIONAL PLAN
OBJECTIVE
INTRODUCTION
BODY
END NOTES
BIBLIOGRAPHY

SPECIFIC REQUIREMENTS

TITLE PAGE--This page will be in the format of the example RP-B.

ORGANIZATIONAL PLAN--This section can be accomplished through an Outline, Mapping, or a Table of Contents. See Examples RP-B 1, RP-B 2, RP-B 3.

OBJECTIVE--This is the purpose statement. What does the student intend to do?

INTRODUCTION--This is the summary of the findings. Did the student meet the purpose of the research? *This is written after the BODY has been completed.*

BODY--The findings are to be organized by chapters and sub-sections (when appropriate).

END NOTES--The format for this is taken from *FORM AND STYLE*, Campbell, Ballou, and Slade. Copies are in the library. End Notes are references for specific sources used in the Body. They are numbered consecutively throughout the whole paper. See example RP-B 4.

BIBLIOGRAPHY--This is a list of ALL resources gathered in researching the paper, whether or not they are cited in the BODY. See example RP-B 5. An annotated Bibliography may also be used. The annotation should be no more than three sentences. See example RP-B 6.

THE FOLLOWING EXAMPLES OF STUDENT HANDOUTS AND EVALUATION SHEETS ARE INCLUDED.

RP-A---RESEARCH PAPER (STUDENT HANDOUT)
RP-C---RESEARCH PAPER INFORMATION AND EVALUATION SHEET
RP-D 1 & 2---RESEARCH PAPER INFORMATION SHEET (STUDENT HANDOUT/GRADING FORM)
RP-E---PROCEDURE FOR RESEARCH PAPER (STUDENT HANDOUT)
RP-F---EXAMPLES OF GOOD PERIODICALS/NEWSPAPERS/OTHER MAGAZINES AND *READERS' GUIDE* EXAMPLE (STUDENT HANDOUT)
RP-G---SAMPLE ENTRY: READERS' GUIDE TO PERIODICAL LITERATURE
RP-H---DEWEY DECIMAL SYSTEM
FP-I---LOCAL LIBRARIES--ADDRESSES/TELEPHONE NUMBERS/HOURS

RESEARCH PAPER FORMAT

1. COVER SHEET: The first page of the research paper should be a blank sheet of paper OR an evaluation sheet. The cover sheet can take many formats. It can be a teacher prepared evaluation page(s); it can be a grading format; or it can be a blank sheet. Do as directed by the teacher.

2. TITLE PAGE

3. ORGANIZATIONAL PLAN: This can be a TABLE OF CONTENTS, an OUTLINE, or a MAP. Do as the teacher directs.

4. INTRODUCTION: This is the final section that you will write. The introduction is an overview of your paper, briefly summarizing your findings. NOTE: teachers may have more specific requirements for this section.

5. BODY OF THE PAPER: the requirements for the body include the following:

   a. 5 - 10 pages typed or 10 -15 pages written (the length will vary by teacher)
   b. if written by hand, PRINT ONLY
   c. all papers should be DOUBLE-SPACED, whether written by hand or typed.
   d. the left margin should be 1 1/2 inches wide, with the top, bottom, and right margin one inch each.
   e. the page number should appear in the UPPER RIGHT corner of every page except page one (1). Some teachers may also require your name.

6. BIBLIOGRAPHY: this should list ALL the books, magazines, reference materials, pamphlets, interviews, etc. you used in doing this paper. ONLY ONE ENCYCLOPEDIA MAY BE USED.

7. ENDNOTES: these are the references that you specifically used in your writing of the paper.

8. BLANK SHEET OF PAPER

BINDINGS: ALL REPORTS SHOULD BE PLACED IN A FOLDER OF SOME SORT WITH THE PAGES BOUND. NO LOOSE PAPERS OR UNBOUND REPORTS WILL BE ACCEPTED. <u>DO NOT USE ANY SORT OF PLASTIC COVER OR PAGE HOLDER.</u>

RP-B

TITLE PAGE

Stragetic Defense Initiative: Reality or Fancy

by

Richardo Pearlo

Mr. John Warrenackski
United States History
April 12, 1986

ORGANIZATIONAL APPROACHES

TWO LEVEL-TOPIC OUTLINE

Sometimes you will have a simple outline:

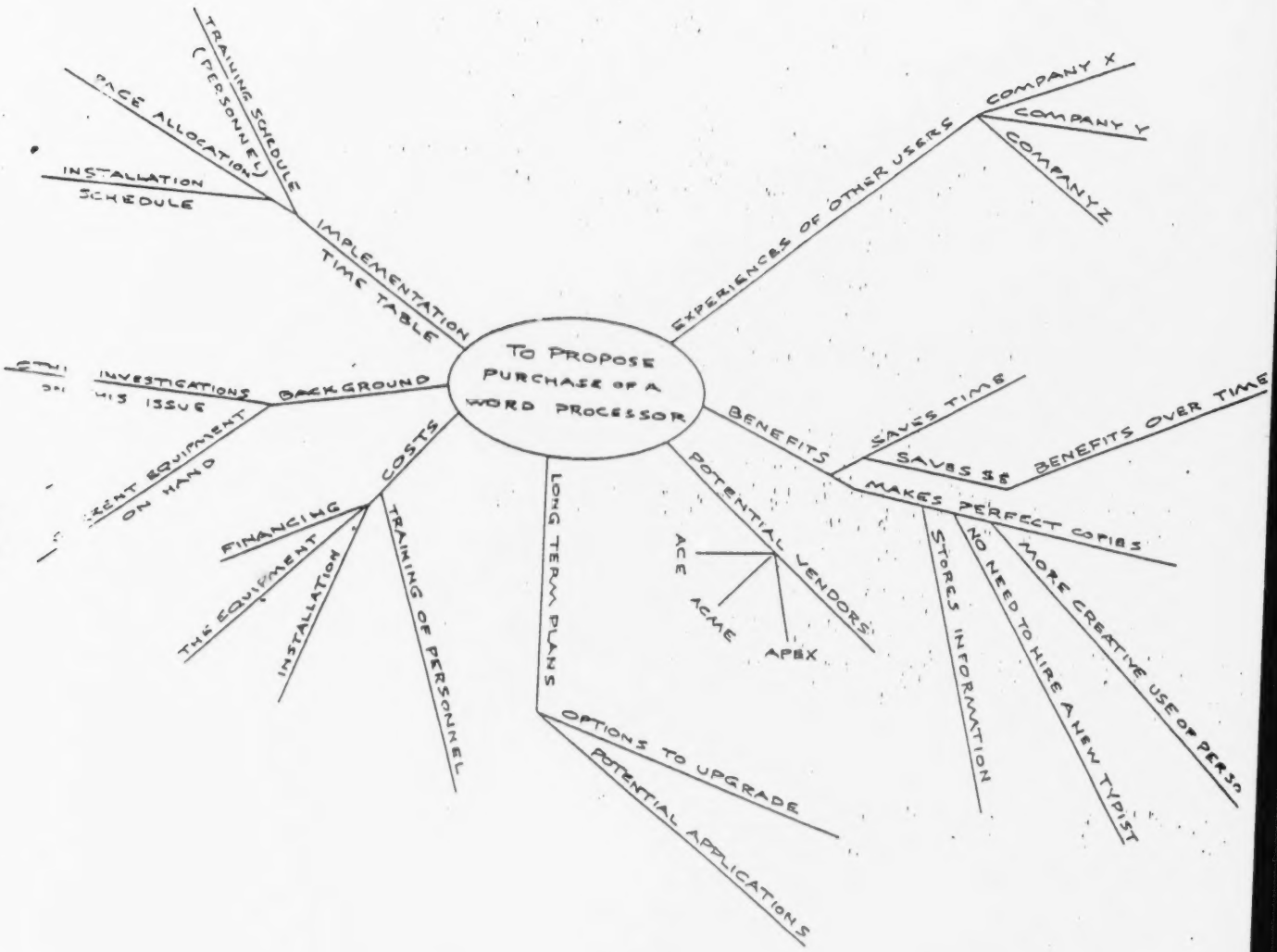
I. Changes in management styles during the past decade
   A. Greater tendency toward participatory management
   B. Greater interest in workers' personal needs
II. Changes in the labor market during the past decade
   A. More women seeking more varied positions
   B. More minority access to more varied positions
   C. Better educated work force

FIVE LEVEL-SENTENCE OUTLINE

Other times you will need a more detailed outline:

I. Changes in management styles during the past decade
   A. Greater tendency toward participatory management
      1. Companies are benefiting from particapatory management
      2. Managers have learned that seekng staff imput improves productivity
         a. People tend to prefer implementing programs they have contributed toward developing
         b. People are more productive when morale is high; staff input improves morale
   B. Greater interest in workers' personal needs
      1. Companies are benefiting from greater attention to workers' personal needs
      2. Companies have learned that the "cared for" worker is a more productive worker
         a. Many companies provide confidential, personal counseling
         b. Many companies reach out to worker's families
            (1) They provide holiday parties for families
            (2) They encourage spouses to attend company sponsored personal development programs
         c. Many companies provide in-house health services

THE BRAINSTORM OUTLINE



OUTLINE OF MAPPING INFORMATION

FOUR LEVEL-TOPIC OUTLINE OF MAPPING INFROMATION

TO PROPOSE PURCHASE OF A WORD PROCESSOR

I. Overview

II. The recommendations explained
  A. Benefits
    1. Saves time
    2. Saves money
    3. Makes perfect copies
    4. More creative use of personnel
      a. No need to hire a new typist
      b. Stores information

III. Experiences of other users
  A. Company X
  B. Company Y
  C. Company Z

IV. Background
  A. Other investigations on this isue
  B. Current equipment on hand

V. Potential vendors
  A. Ace
  B. Acme
  C. Apex

VI. Costs
  A. Financing
  B. The equipment
  C. Installation
  D. Training of personnel

VII. Implementation timetable
  A. Space allocation
  B. Installation schedule
  C. Training schedule (personnel)

VIII. Long-term plans
  A. Options to upgrade
  B. Potential applications

IX. Summary

Table of Contents

Chapter

1. Introduction 1

Theoretical Formulation 3

Purpose 6

Problem 7

Methods and Procedures 8

2. Background of the Study 11

Review of Research 12

Agency Setting 19

Description of the Study Sample 21

3. Analysis of the Data 23

4. Findings and Interpretations 30

Appendixes

A. Sample Schedule 42

B. Summary of Tables--Study Sample 43

C. Family Profile Scale 45

Bibliography 47

END NOTES

[1] Martin Luther King, Jr., Why We Can't Wait (New York: New American Library, 1964), pp. 78-80.

[2] A. Powell Davies, The Meaning of the Dead Sea Scrolls (New York: New American Library, 1956), p. 50.

[3] King, pp. 45-47.

[4] Davies, p. 81.

[5] "Net-Weight Nonsense on Canned Food Labels," Consumer Reports, Oct. 1972, p. 665

[6] King, p. 14.

[7] "Net-Weight Nonsense," pp. 666-67.

[8] Association for Supervision and Curriculum Development, Fostering Mental Health in Our Schools, 1950 Yearbook (Washington, D. C.: National Education Association, 1966), pp. 104-108. (The Association is hereafter referred to as ASCD.)

[9] ASCD, Learning and Mental Health in the School, 1966 Yearbook (Washington, D. C.: National Education Asssociation 1966), pp. 127-29.

[10] ASCD, Fostering Mental Health, pp. 123-24.

[11] ASCD, Learning and Mental Health, p. 130.

Students--For specifics on End Notes, Bibliographies, or Annotated Bibliographies refer to *Form and Style* by Campbell, Ballou, and Slade. Copies of this reference are in the Los Altos High School Library.

BIBLIOGRAGPHY

Alvarez, J., "Nazi Plots and French Plans". The Nation, March 8, 1947, pp. 266-269.

Brailsford, H. N., "Re-education of Germany". Contemporary, August 1945, pp. 70-75.

Carmichael, J., "No German Policy Is Possible". South Atlantic Quarterly, January 1947, pp. 1-11.

Carolus, J. P., "Good Days for Nazis". The Natio, February 26, 1949, pp. 236-238.

Cremer, H. G., "Is Germany Being Democratized?" Fortnightly, March 1949, pp. 202-204.

Davis, Melton S., "Who's A Nazi in Bavaria?" The Nation, August 9, 1947, pp. 147-143.

"Denazification; Decommunization". Commonweal, October 1, 1948, p. 585.

"Denazification Program Extended to Churches". The Christian Century, August 7, 1946, p. 957.

Dulles, Allen Welsh, Germany's Underground. New York, MacMillan Co., 1947.

Fitz Gibben, Constantine, Denazification. London, Michael Joseph Ltd., 1969.

Fraenkel, H., "Marks and Morals". New Statesman and Nation, September 18, 1948, p. 235.

Gimbel, John, A German Community Under American Occupation. Stanford, Stanford University Press, 1961.

Gimbel, John, The American Occupation of Germany. Stanford, Stanford University Press, 1968.

ANNOTATED BIBLIOGRAPHY

Berdrow, Wilhelm, The Letters of Alfred Krupp; London, Victor Gollancz Ltd., 1930.

Berdrow has put together a collection of letters to and from Alfred Krupp between 1826 and 1887. The letters are of personal and business nature-with emphasis on business. It is an interesting acount of top echelon industrial policy making especially on war industry.

Bismarck, Otto von, The Memoirs, Vol. II, New York, Howard Fertig, 1966

The Memoirs Vol. II details official dealings of Bismarck through much of the sixties, seventies, and eighties. Many of Bismarck's private thoughts are exposed which would rarely be found in a secondary source–such as his comtemplation of suicide. The Memoirs is a must to really know the problems of unification under Bismarck.

Bismarck, Otto von, Bismarck the Man and the Statesman. Vol. I. New York, Harper and Brothers Publisher. 1898.

Volume I of Bismarck's reflections deal much with his youth and early years at attempts in the civil service. His thoughts on Frederick William IV are discussed. This volume ends with the period of the early 1860's.

Black, Eugene Carlton, Posture of Europe 1915-1945. Homewood, Illinois, the Dorsey Press, 1964.

Mr. Black has collected speeches and articles by nineteenth and twentieth century history-makers. These statemen and philisophers had a profound affect on the lives of all Europeans of the nineteenth and twentieth centuries. The essays are not in chronological order but by subject matter.

Bonnin, Georges, Bismarck and the Hohenzollern Candidature for the Spanish Throne. London, Chatto and Windus, 1957.

Mr. Bonnin edits and introduces the documents and dealings of Leopold of Prussia and his candidature for the Spanish throne. Documents are taken from the German diplomatic archives and compared with those of the Spanish archives. Correspondences of Bismarck are added to give an account of his behind-the-scences manipulations.

RP-C

INFORMATION - EVALUATION SHEET

The following items should be turned in on the dates listed below. These are only checks and will be initialed.

WORKING BIBLIOGRAPHY	DATE DUE_____
OBJECTIVE	DATE DUE_____
ORGANIZATIONAL PLAN	DATE DUE_____
ROUGH DRAFT OF FINAL PAPER	DATE DUE_____
FINAL PAPER	DATE DUE_____

The following will be scored individually so as to total 100 points.

EVALUALTION SHEET	2 POINTS
TITLE PAGE	5 POINTS
ORGANIZATIONAL PLAN	15 POINTS
OBJECTIVE AND INTRODUCTION	12 POINTS
BODY OF THE PAPER	50 POINTS
BIBLIOGRAPHY	6 POINTS
ENDNOTES	10 POINTS

TOTAL SCORE _____ APPROPRIATE COVER_____

COMMENTS:

RESEARCH PROJECT INFORMATION SHEET

DUE DATE _____

LENGTH: 8 Typed pages double-spaced or 2000 words neatly printed in ink. The 2000 word requirement is the minimum length. There is no maximum length.

SOURCES OF INFORMATION: A minimum of 5 sources must be used. Sources can include books, magazines, newspapers, TV programs or personal interviews.

Encyclopedias will not count as a source. Encyclopedias should be sparingly used just to gather background information about your topic. Your project should be based on your five sources of information---NOT on encyclopedias.

The following are good sources of information:

1. American Heritage Magazine — Ask the librarian for the index.
2. American History Illustrated — Ask the librarian for the index.
3. Biographies/ autobiographies

OUTLINE: A detailed outline of what you intend to include in your project is required. The outline should be a minimun of 2 pages. OUTLINE DUE DATE_____VALUE 25 POINTS_____

GRADING: The project will have a value of 200 points.

50 points for form:

1. proper use of bibliography
2. proper use of endnotes
3. minimum length requirement
4. spelling

FORMAT TO BE USED IN WRITING THE RESEARCH PROJECT: (The total value for content will be 150 points)

1. Title Page

2. Part I Statement of Purpose or Introduction to your Project (100 word minimum)
   - what you hope to accomplish or learn
   - the purpose for you research
   - a brief description of your topic and how you plan to develop it

3. Part II The Body of Your Project (1600 word minimum)
   - discussion of the main people connected with your project
   - discussion of the main events and incidents
   - discussion of problems faced by the people connected with your project
   - explain any controversy connected with your topic or the persons in your project

4. Part III Conclusion (300 word minimum)
   - historical importance of your topic both in its own time and today
   - how did the events and people portrayed in your topic change the course of history
   - how can the events depicted in your project be used to guide us today?
   - how can we avoid repeating the mistakes of the past?

how can the solutions used for past problems be applied to the world today?
does your topic reveal that the values of the past differ from those of today?
are the basic institutions of this nation stronger or weaker when compared with those of the past?

Any conclusions should be backed up with evidence and details derived from your research. Use examples to illustrate your conclusions. AVOID UNSUBSTANTIATED GENERALIZATIONS!!!

5. ENDNOTES AND BIBLIOGRAPHY The teacher will give you guidelines that explain the proper use of endnotes and bibliography. The writing manual that you will use for guidance is ***STYLE AND FORM*** by Campbell, Ballou, and Slade. Copies of it are available in the school library.

CHANGE OF TOPIC The only reason for changing a topic will be lack of information about that topic. A change of topic will be allowed only with permission of the teacher. Another topic can then be selected from the topic sheet.

RESEARCH PAPER EVALUATION SHEET

CONTENT (150 points)

_____topic incompletly covered

_____too much irrelevant material included

_____too much dependence on one source

_____factual errors

_____discussion of the main characters insufficient or missing entirely

_____historical importance insufficiently stated of not stated at all

_____too many unsubstantiated generalizations

_____superficial conclusions not backed by examples or details

_____appears to be derived from encyclopedias or other secondary sources

FORM (50 points)

_____Endnotes omitted

_____proper form for long quotations incorrect

_____proper from for short quotations incorrect

_____information not cited in endnotes that should have been

_____improper use of spacing, underlining, commas, publication information, quotation marks and/or endnote numbering

COMPOSITION (50 points)

_____lacks unity, logical sequence, coherence

_____spelling and typographic errors

_____minimum length not accomplished

_____title page incorrect

_____repetitious

PROCEDURE FOR RESEARCH PAPER

STEP 1--SUBJECT Your subject should be chosen one week after the assignment is given. Students usually choose a subject too broad in scope; therefore, after you choose, take time to reduce your subject to a SPECIFIC area.

STEP 2--BIBLIOGRAPHY This is due ONE WEEK after subject is chosen. The list should consist of 20 sources, taken from books, periodicals, newspapers, microfilm, and microfische. This list will be reduced later to about six sources when the paper is due. The final biblography will be annotated.

STEP 3--NOTE CARDS One-half of the note cards should be turned in approximately 4 weeks after the bibliography is turned in. Note cards should be 5 by 8 cards. The following information will aid you in completing your note cards. 1. Write on ONLY ONE SIDE. 2. Code the top of the cards by chapters and authors. 3. Put page number where the information was obtained on the left side of the card (this will save you time when you return to the library for further information).

STEP 4--CONTROLLING PURPOSE (INTRODUCTION) Due 1 week after the first half of the note cards are graded. The controlling purpose should be about one paragraph and tells the reader what the paper plans to cover as well as what aspects of the subject the paper will <u>not</u> cover. This helps narrow the subject area as well as prepare the teacher what to look for and what not to expect.

STEP 5--SECOND HALF OF NOTE CARDS The rest of the note cards should be checked approximately two weeks the controlling purpose.

STEP 6--COMPLETED PAPER The paper should be due 12 to 14 weeks after the paper is assigned. The paper should consist of 6 to 10 pages, double spaced and type written.

EXAMPLES OF GOOD PERIODICALS/NEWPAPERS

GOOD PERIODICALS

AMERICAN HISTORICAL REVIEW	*SOUTH ATLANTIC QUARTERLY*
MERCURY	*CONTEMPORARY*
NATION	*NATIONAL REVIEW*
FORTNIGHTLY	*FORTUNE*
COMMONWEAL	*SOCIAL RESEARCH*
THE CHRISTIAN CENTURY	*AMERICAN HISTORY ILLUST.*

GOOD NEWSPAPERS

LOS ANGELES TIMES	*CHRISTIAN SCIENCE MONITOR*
NEW YORK TIMES	*WASHINGTON POST*

LESSOR MAGAZINES

TIME	*NEWSWEEK*
U. S. NEWS AND WORLD REPORT	

READERS' GUIDE

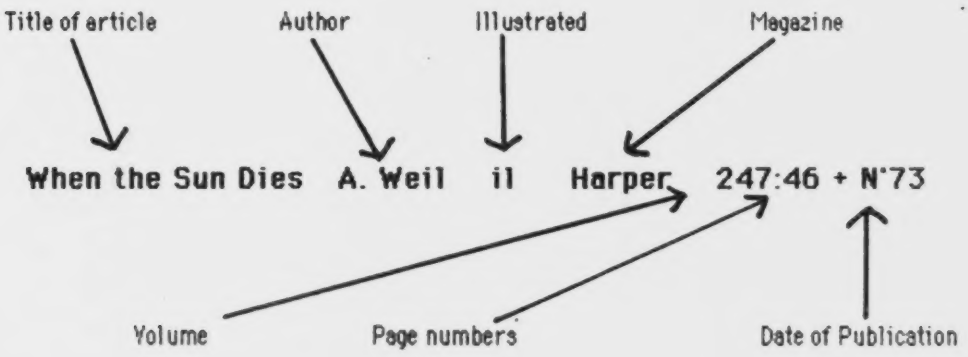
Below is an example of the Reader's Guide. Every Library has volumes of Readers' Guides which can be used to find information about your subject in a variety of sources.

A

A-ha (Musical group)
A-ha: the way Norwegians sing about love. E. Miller. il *Seventeen* 45:65-6+ F '86
A. T. Massey Coal Company
A victory for miners' rights [UMW-A. T. Massey settlement] N. Mills. il *Nation* 242:173-8 F 15 '86
A. W. Coburn School of Law *See* Christian Broadcasting Network University. A. W. Coburn School of Law
AAFLI *See* Asian American Free Labor Institute
AAP *See* Association of American Publishers
AAPT *See* American Association of Physics Teachers
Aarhus (Denmark)
Music
See also
Opera—Denmark
AAVSO *See* American Association of Variable Star Observers
ABC *See* American Broadcasting Companies, Inc.
Ability
See also
Learning, Psychology of
Success
Abnormalities
See also
Chromosome abnormalities
Abortion
Laws and regulations
Of laws, not men. *Nation* 242:100-1 F 1 '86
Moral and religious aspects
Chicago church acts against a former member who performs abortions [Moody Church confronts Dr. A. Bickham] il *Christ Today* 30:63+ F 7 '86
More ads, no more bombs. *America* 154:82-3 F 8 '86
Abrams, Elliott
Human rights situation in Peru. *Dep State Bull* 86:75-7 Ja '86
Abramson, Leonard
about
Can a pioneering HMO crack the tough markets? K. Carpenter. il por *Bus Week* p61+ F 10 '86
Academic freedom
See also
Teachers—Civil rights
Academic research *See* Colleges and universities—Research
Academy Awards
Goldberg, Avery, Winfrey up for Oscars in 'Purple'. il pors *Jet* 69:54 F 24 '86
The snubbing of Spielberg. J. Kroll. il por *Newsweek* 107:38 F 17 '86
Acadia National Park (Me.)
Finding ways to settle Acadia's boundaries. il *Natl Parks* 60:40 Ja/F '86
Accessories, Household *See* Household furnishings
Accidents
See also
Aviation—Accidents
Communications satellites—Accidents
First aid in illness and injury
Railroads—Accidents
Rescue work
Space flight—Accidents
Traffic accidents
Prevention
See also
Safety education
Accidents, Industrial
See also
Atomic power plants—Accidents and explosions

RP-G

SAMPLE ENTRY: READERS' GUIDE TO PERIODICAL LITERATURE



DEWEY DECIMAL CLASSIFICATION SYSTEM

100-199 PHILOSOPHY: mental derangements, occultism, sleep, dreams, child study, precocity, temperament, state ethics, duties of citizens, patriotism, professional ethics, ethics of amusement, sexual ethics, freedom of the press, censorship, social ethics, temperence, stimulants, newspapers, virtues and vices, specific philosophers such as Plato, Rousseau.

200-299 RELIGION: natural theology, future life, immortality, religious poetry, persecution of witches, Mormonism, and other specific religious groups.

300-300 SOCIAL SCIENCE: voting, legislation, representation, political parties, wages, hiring, strikes, money, credit, income tax, criminal law, punishments, city governments, military tactics, hospitals, prisons, other institutions, education, trade, domestic trade, foreign trade, communications, transportation, railroads.

400-499 PHILOLOGY: universal language, dialects.

500-599 SCIENCE: mathematics, astronomy, planets, meteors, eclipses, stars, navigation, physics, acoustics, optics, electricity, chemistry, radium, geology, economic geology, precious stones, biology, botony, parasites, zoology, whales, rodents, etc.

600-699 USEFUL ARTS: medicine, food sanitation, pure food laws, contagious and infectious diseases, plastic surgery, engineering, agriculture, buildings.

700-799 FINE ARTS: landscape gardening, architecture, sculpture, painting, engraving, photography, music, amusements.

800-899 LITERATURE: various authors, all types of literature.

900-999 HISTORY: travels, biography, history, specific countries at specific times, specific areas at specific times, specific events.

LOCAL LIBRARIES

NAME	ADDRESS	TELEPHONE	HOURS
HACIENDA HTS.	16010 LA MONDE	818-968-9356	M. TO TH. 12 - 9, F. & SAT. 12 - 5.
MT. SAC	1100 GRAND AVE	714-594-5611	M. TO TH. 7:30 - 9:30, F. 7:30 - 4:30
RIO HONDO	3600 WORKMAN MILL RD	213-692-0921	M. TO TH. 8 - 9, F. 8 - 1.
WEST COVINA	1601 W. COVINA PARKWAY	818-962-3541	M. TO TH. 10 - 9, F. & SAT. 9 - 5.
WHITTIER	7344 S. WASHINGTON	213-698-8949	M/T/W 10 - 5, TH/F 10 - 6 SAT. 10-5.

THE FOLLOWING UNIVERSITIES AND COLLEGES ALSO HAVE LIBRARIES THAT YOU MAY USE. MATERIALS CAN NOT BE CHECKED OUT OF THESE SCHOOLS.

CAL POLY POMONA

CAL STATE UNIVERSITY FULLERTON

CAL STATE UNIVERSITY LOS ANGELES

WHITTIER COLLEGE

CAL STATE UNIVERSITY LONG BEACH

ENGLISH

PATRICK HENRY/THOMAS PAINE ACTIVITY

SKILLS:

1. Compare/Contrast--Students are to compare and contrast the content, style, rhetoric, type of audience addressed.
2. Inference--Students are to infer the type of audience that each was addressing in their remarks.

GOAL:

To understand that a speaker/writer tailors his/her speech/writing to a specific audience.

ACTIVITY: Suggested time--One day

Students are to read Patrick Henry's speech to the House of Burgesses, p. 71+ and Crisis #1 by Thomas Paine, p. 75+ as homework.

Divide the class into four or six equal groups. One half of the groups will analyze Henry's speech and the other half will analyze Paine's writing. Allow the groups one half of the period to discuss the following: 1. What audience(s) is(are) the respective authors trying to reach in their remarks? 2. What is the main thrust of these remarks? 3. How does each use language to present their point of view?

During the last half of the period each group is to give a report back on their findings. Class discussion should be part of the reports back.

WRITING ASSIGNMENT

The class is to write an essay comparing and contrasting the two works. What is the content of the work; how did each author use language to present and persuade his audience; who was that audience and why was each addressing that particular audience?

NOTE: THIS ACTIVITY CAN BE PREPARED FOR THROUGH THE USE OF A CLASS DISCUSSION ON BRADFORD'S WRITING, p. 18 AND BYRD'S p. 35. THE SAME SKILLS AND GOAL SHOULD BE STRESSED IN THE CLASS DISCUSSION.

U. S. HISTORY

RALPH WALDO EMERSON ACTIVITY

SKILLS:

1. Analysis--Students will examine Emerson's *Nature* p. 186 of *Adventures in American Literature* (11th Grade English Text).
2. Synthesis--Students will design their ideal society based upon Emerson's *Nature*.
3. Analysis--Students will analyze the Reform Movements of the 1830's and 1840's.

GOAL: To understand that any reform movement must have an ideological base from which to proceed.

ACTIVITY Suggested time--One to Two days

Students are to read Emerson's *Nature*. Students will in class discussion/small groups/individually create a society based upon Emerson's philosophy. A report back session would be held to discuss the societies created--individuals could write a paragraph proposing their ideal society. Small groups would select a spokesperson to present their societies.

Students are to read Chapter 16 in the U. S. History text.

WRITING ASSIGNMENT

The class is to write an essay drawing conclusions based upon a comparision and contrast of Chapter 16 and *Nature*. This should be followed by a class discussion.

NOTE: This is a sophisticated activity. It is to CHALLENGE the students.

ENGLISH

HUCK FINN ACTIVITY

SKILLS:

1. Comprehension--Students will review their U. S. History study of the Antebellum South.
2. Analysis--Students will compare and contrast two interpretations of a social phenomenon.

GOAL: To appreciate the satirical treatment of history in a literary work.

ACTIVITY/WRITING ASSIGNMENT: Suggested time--One or Two days

Students will review Chapter 20 in their U. S. History text. They will also read Chapter 18 in the *Adventures of Huckleberry Finn*.

Students in an ESSAY will compare and contrast the "Southern Antebellum Aristorcracy" as presented in *Huck Finn* with their understanding of it from Chapter 20 of the U. S. History text.

NOTE: Students who have taken U. S. History in summer school or at a community college must secure a U. S. History text from the AV room.

U. S. HISTORY

NEGRO SPIRITUALS ACTIVITY

SKILLS:

1. Application: Students are to interpret the emotional and pyschological effect of the Negro spiritual.
2. Evaluation: Students are to assess the impact and effect that the institution of Slavery had on the Negro spiritual.
3. Synthesis: Student may create a modern day spiritual.

GOAL:

To understand how literature and the arts can satisfy deep emotional and pyschological needs.

ACTIVITY: Suggested time--One day

In conjunction with the study of Ch. 18 students should reread "The Negro Spirituals" on pp. 310 - 302 of their American Literature Text.

WRITING ASSIGNMENT

Students are to write an essay on the following: "In what ways did the Negro Spiritual evolve as an expression of the emotional and pyschological realities of American slavery.

ALTERNATIVE WRITING ASSIGNMET

Students are to write the words for a modern day "spiritual" from the viewpoint of the "enslaved student".

U. S. HISTORY

SOCIAL DARWINISM ACTIVITY

SKILLS:

1. Analysis--Students are to analyze the relationships between seemingly "unrelated" historical events.
2. Interpretation--Students are to interpret data from one historical event.
3. Application--Students are to use their interpretations of one historical event and apply it to other historical happenings.

GOALS:

To understand that Darwinism spread to literature, economics, foreign policy, to the American Culture at large.

ACTIVITY Suggested time--One day

Students are to read the U. S. History Handout–Unit IV, Activity 2-Social Darwinism.

The historical events of this time period should be discussed or have been discussed. Specifically, discussion should have been held on *Imperialsim* and the question, "Is Imperialism an extension of Darwinism?"

WRITING ASSIGNMENT

Students are to write an essay on the following: Why were Darwin's ideas so popular (1) as a literary theme, (2) with business tycoons, and (3) by advocates of imperialism in the closing years of the 19th century?

NOTE: All students will have read or will read Stephan Crane's "Open Boat" and Jack London's "To Build a Fire" in their English class.

SOCIAL DARWINISM

The doctrine of Social Darwinism was popular in America from 1870 to 1890. Herbert Spencer, a leading English follower of the biologist Charles Darwin, applied Darwin's law of biological evolution to social and economic life. According to Social Darwinism, the American economy was governed by a natural aristocracy, based on wealth. The wealthy were those who had risen to the top in a struggle for profits that rewarded the strong and eliminated the weak. The country, therefore, could best be served by the economic independence of this natural aristocracy. Any governmental attempt to interfere with the situation could only slow down economic progress.

The doctrine of Social Darwinism also justified the existence of poverty and slums. According to the doctrine, slum conditions were natural for the "unfit," who, by lack of thrift and industrious habits, had not survived the economic struggle. Any attempt by government to relieve poverty was an attempt to defy natural law.

Andrew Carnegie, the wealthy steelmaker, used Social Darwinism to justify his power and money. The following comes from an article he wrote in 1889:

The price which society pays for the law of competition, like the price it pays for cheap comforts and luxuries, is also great. But the advantages of this law are also greater still, for it is to this law that we owe our wonderful material development, which brings improved conditions in its train. But, whether the law be kind or not, we must say of it: It is here; we cannot evade it; no substitutes for it have been found; and while the law may be sometimes hard for the individual, it is best for the race, because it insures the survival of the fittest in every department.

John D. Rockefeller, the founder of Standard Oil, expressed his belief in Social Darwinism in the following manner:

The growth of a large business is merely a survival of the fittest...the working out of a law of nature and of God.

Rockefeller used Social Darwinism to justify his competitive ways. He once said, "The American Beauty Rose can be produced in all its splendor only by sacrificing the early buds that grow up around it." This cartoon appeared in newspapers after Rockefeller's statement was reported.

ENGLISH

THE ROARING TWENTIES ACTIVITY

SKILLS:

1. Knowledge--Students will list indicators of time and place.
2. Comprehension--Students will identify characteristics of the 1920's.
3. Evaluation--Students will select the most important characteristics of the 1920's.
4. Synthesis--Students will prepare a defense or attack of a statement about the 1920's.

GOAL:

To understand which types of behaviors during the 'Roaring Twenties' indicate a rejection of the the Victorian Code of Ethics.

ACTIVITY Suggested time--One day

Students will list in their **JOURNALS** all the indicators of time and place if they were plopped down in the middle of *The Great Gatsby*.

Divide the students into groups to develop a list of the characteristics of the Roaring Twenties. The students should review Ch. 38 of their U. S. History text and their notes of this historical period.

From the group lists a master list for the class should be developed on the board.

WRITING ASSIGNMENT

Students will respond in an essay to the following: It is said that life imitates art, but art can also imitate life. In what way does F. Scott Fitzgerald's *The Great Gatsby* illustrate this point?

U. S. HISTORY

THE DICHOTOMY OF THE 1920'S ACTIVITY

SKILLS:

1. Analysis--Students will differentiate between the activities of the 1920's that departed from traditional values and those that reasserted traditional values.
2. Analysis--Students will examine the specific activities that both depart from and adhere to traditional values.

GOAL:

To understand the dichotomy of the Roaring Twenties' rejection of the Victorian Ethic in human/social behavior while politically there was a conservative reaction.

ACTIVITY Suggested time--Two days

A class discussion on the social, political, cultural, economic, and religious trends of the period should be held after the students have read Ch. 38 of the text.

Show the District film "The Jazz Age" or the County film " The Twenties".

WRITING ASSIGNMENT

In an essay students are to react to the following: The 1920's was a period of great social change on one hand and a conservative political entrenchment on the other. In what ways do you see a similar dichotomy in the way Americans relate to drug usage TODAY?

NOTE: THE COUNTY FILM MAY NO LONGER BE AVAILABLE.

U. S. HISTORY

TECHNOLOGICAL CHANGE ACTIVITY

SKILLS:

1. Analysis: Students are to examine the effect technological change has on individuals and society.
2. Evaluate: Students are to assesss the effect of technological change on the individual and society in the future.

GOALS:

To evaluate the effect of technological change upon the individual and society.

ACTIVITY Suggested time--two days

Students are to read Ch. 38 of their text. A class discussion regarding the impact that the development of the automobile has had on society should then be held.

The class should view the District film "The Golden Age of The Automobile".

WRITING ASSIGNMENT

In a composition the students are to pick a SINGLE technological development that they believe will impact society in a way similar to that of the development of the automobile and assess the ramifications of that development on individuals and society.

NOTE: There should be a follow-up discussion.

ENGLISH

WILLIAM CULLEN BRYANT/CARL SANDBURG ACTIVITY

SKILLS:

1. Comprehension--Students will review previous literary periods.
2. Synthesis--Students will formulate characteristics of the time period as expressed in each writing.
3. Evaluation--Students will evaluate the writings of two poets in two different historical periods.

GOAL:

To recognize that literature is a reflection of its time period.

ACTIVITY: Suggested time--One day

Students will REREAD Bryant's "To A Waterfowl", p. 126. They will then read Sandburg's "Chicago", p. 641.

Students will review their notes on pages 100 to 104 of their literature text and Ch 30 of their U. S. History text.

WRITING ASSIGNMENT

In an essay CONTRAST William Cullen Bryant's "To a Waterfowl" with Carl Sandburg's "Chicago" and show how each poet reflects the thought and feelings of his time period.

U. S. HISTORY

HORATIO ALGER ACTIVITY

SKILLS:

1. Analysis--Students will compare and contrast two views on how to achieve a fulfilled life.
2. Analysis--Students will examine two dissimilar approaches to a fulfilled life.
3. Evaluation--Students will choose which of those ways to a fulfilled life they would follow to achieve self-fulfillment.

GOAL:

To understand that there are diverse ways in which individuals can pursue personal satisfaction.

ACTIVITY Suggested time--Two days

Students will read U. S. History handout Unit IV, Activity 2, "The dream of rags to riches".

Students will read the selection from Emerson's "Self-Reliance", p. 190 of their American literature text.

Class discussion can follow or the students can go directly to the writing assignment which should be followed by a class discussion.

WRITING ASSIGNMENT

In an essay students will compare Horatio Alger's views of the 'fulfilled life' as opposed to Emerson's view of the 'fulfilled life' presented in "Self-Reliance".

FOLLOW-UP ACTIVITY

The students will write a COMPOSITION in which they choose one of the two life styles and explain why you would choose this life style.

The dream of rags to riches

Since the early days of American history, the dream of most Americans has been to acquire property and wealth. How does one rise from rags to riches? This was the question that preoccupied writer Horatio Alger a hundred years ago in more than 120 classic melodramas. His novels, written in the 1870's and 1860's, were so enormously popular and influential that the very name "Horatio Alger" came to be associated with winning riches.

In spite of his popularity, Horatio Alger has never been considered a great literary figure. He used one clear and simple plot in all of his books; only the names and details changed. The titles of his books reflected his basic message:

Bound to Rise
Do and Dare
Frank and Fearless
Helping Himself
Making His Way
Strive and Succeed
Struggling Upward
The Young Adventurer

Judging from the book titles above and the following excerpts from *Ragged Dick*, how, according to Alger, does one become successful in America?

The scene: New York City--a tough, competitive, and rapidly growing metropolis. Dick Hunter (Ragged Dick) is an orphaned teen-ager, trying to make his own way in the world....

"You've seen hard times, Dick," said Frank, compassionately.

"Yes," said Dick, "I've knowed what it was to be hungry and cold, with nothin' to eat or to warm me; but there's one thing I never could do," he added, proudly.

"What's that?"

"I never stole," said Dick. "It's mean and I wouldn't do it."

"Were you ever tempted to?"

"Lots of times, Once I had been goin' round all day and hadn't sold any matches, except three cents' worth early in the mornin'. When evenin' come I was awful hungry. I went into a baker's just to look at the bread. While I was standin' at the stove warmin' me, the baker went into the back room, and I felt so hungry I thought I would take just one loaf, and go off with it. There was such a big pile I don't think he'd have known it."

"But you didn't do it?"

"No, I didn't, and I was glad of it, for when the man came in ag'in, he said he wanted some one to carry some cake to a lady in St. Mark's Place."

(Later) *"I hope, my lad* (said Mr. Whitney), *you will prosper and rise in the world. You know in this free country poverty in early life is no bar to a man's advancement. I haven't risen very high myself," he added, with a smile, "but have met with moderate success in life; yet there was a time when I was as poor as you."*

"Were you, sir?" asked Dick, eagerly.

"Yes, my boy, I have known the time when I have been obliged to go without my dinner because I didn't have enough money to pay for it."

"How did you get up in the world?" asked Dick, anxiously.

"I entered a printing-office as an apprentice, and worked for some years. Then my eyes gave out and I was obliged to give that up. Not knowing what else to do, I went into the country, and worked on a farm. After a while I was lucky enough to invent a machine, which has brought me in a great deal of money. But there was one thing I got while I was in the printing-office which I value more than money."

"What was that, sir?"

"A taste for reading and study. During my leisure hours I improved myself by study, and acquired a large part of the knowledge which I now possess. Indeed, it was one of my books that first put me on the track of the invention, which I afterwards made. So you see, my lad, that my studious habits paid me in money, as well as in another way."

"I'm awful ignorant," said Dick, soberly.

"But you are young, and, I judge, a smart boy. If you try to learn, you can, and if you ever expect to do anything in the world, you must know something of books."

"I will," said Dick, resolutely. "I ain't always goin' to black boots for a livin'."

"All labor is respectable, my lad, and you have no cause to be ashamed of any honest business; yet when you can get something to do that promises better for your future prospects, I advise you to do so. Till then earn your living in the way you are accustomed to, avoid extravagance, and save up a little money if you can."

"Thank you for your advice," said our hero. "There ain't many that takes an interest in Ragged Dick."

"So that's your name," said Mr. Whitney. "If I judge you rightly, it won't be long before you change it. Save your money, my lad, buy books, and determine to be somebody, and you may yet fill an honorable position."

1. What does Alger's formula for success seem to be?

2. People have said that Alger's books "played a major role in creating the *American Dream*." What do you think this means? Do you agree?

3. How would Alger's formula for success work today?

ENGLISH

HENRY FORD ACTIVITY

SKILLS:

1. Comprehension: Students are to discuss an autobiographical account of Ford's development of the Model T.
2. Application: Students are to interpret two different accounts of a historical event.
3. Synthesis: Students are to infer the subtle, satrical intent of an author's account of a historical event.

GOAL:

To analyze the same historical event through the use of multi-sources.

ACTIVITY

Suggested time--One day

Students are to read the selection from *My Life and Work* by Henry Ford. This is to be followed by a class discussion.

Students are to read John Dos Passos' the "Tin Lizzie", p. 775 of their American Literature text. This can either be read during the last ten minutes of class or as part of the homework assignment.

WRITING ASSIGNMENT

In an essay students will compare and contrast Ford's own account of his achievement with that of Dos Passos' in the "Tin Lizzie".

MY LIFE AND WORK
BY HENRY FORD

A SELECTION-- **TECHNOLOGY AND THE COMING OF BIG BUSINESS**

As we have seen, there have been differing opinions about the advantages and disadvantages of the machine since the beginning of the mechanical age. What cannot be disputed is the fact that by the end of the nineteenth century the machine was an established part of American life. Indeed, thanks to the minds and efforts of a growing number of inventors, engineers, and men with increased business knowledge, bigger, better, and more amazing machines were rapidly being developed.

Even before that time (1879) I had the idea of making some kind of a light steam car that would take the place of horses—more especially, however, as a tractor to attend to the excessively hard labor of plowing. It occurred to me, as I remember somewhat vaguely, that precisely the same idea might be applied to a carriage or a wagon on the road. A horseless carriage was a common idea. People had been talking about carriages without horses for many years back—in fact, ever since the steam engine was invented—but the idea of the carriage at first did not seem so practical to me as the idea of an engine to do the harder farm work, and of all the work on the farm plowing was the hardest. Our roads were poor, and we had not the habit of getting around. One of the most remarkable features of the automobile on the farm is the way that it has broadened the farmer's life. We simply took for granted that unless the errand were urgent we would not go to town, and I think we rarely made more than a trip a week. In bad weather we did not go even that often.

Being a full-fledged machinist and with a very fair workshop on the farm, it was not difficult for me to build a steam wagon or tractor. In the building of it came the idea that perhaps it might be made for road use. I felt perfectly certain that horses, considering all the bother of attending them and the expense of feeding, did not earn their keep. The obvious thing to do was to design and build a steam engine that would be light enough to run an ordinary wagon or pull a plow. I thought it more important first to develop the tractor. To lift farm drudgery off flesh and blood and lay it on steel and motors has been my most common ambition. It was circumstances that took me first into the actual manufacture of road cars. I found eventually that people were more interested in something that would travel on the road than in something that would do the work on the farms. In fact, I doubt that the light tractor could have been introduced on the farm had not the farmer had his eyes opened slowly but surely by the automobile.

I built a steam car that ran. It had a kerosene-heated boiler, and it developed plenty of power and a neat control—which is so easy with a steam throttle. But the boiler was dangerous. To get the requisite power without too big or heavy a power plant required that the engine work under high pressure; sitting on a high-pressure steam boiler is not altogether pleasant. To make it even reasonably safe required an excess weight that nullified the economy of the high pressure. For two years I kept experimenting with various sorts of boilers—the engine and control problems were simple enough—and then I definitely abandoned the whole idea of running a road vehicle by steam.

A few years before—it was while I was an apprentice—I read in "The World of Science", an English publication, of the silent gas engine which was then coming out in England. I think it was the Otto engine. It ran with illuminating gas. I followed in the English and American magazines which we got in the shop, the development of the engine, and most particularly the hints of the possible replacement of the illuminating gas fuel by a gas formed by the vaporization of gasoline.

The idea of gas engines was by no means new, but this was the first time that a really serious effort had been made to put them on the market. They were received with interest rather than enthusiasm, and I do not recall any one who thought that the internal combustion engine could ever have more than a limited use. All wise people demonstrated conclusively that the engine could not compete with steam. They never thought that it might carve out a career for itself.

The gas engine interested me, and I followed its progress, but only with curiosity, until about 1885 or 1886, when, the steam engine being discarded as the motive power for the carriage that I intended some day to build, I had to look around for another sort of motive power. In 1885 I repaired an Otto engine at the Eagle Iron Works in Detroit. No one in town knew anything about them. There was a rumor that I did, and although I had never before been in contact with one, I undertook and carried through the job. That gave me a chance to study the new engine at first hand, and in 1887 I built one on the Otto four-cycle model just to see if I understood the principles . . .That was the beginning of the work with the internal combustion engine . . . .

I had to work from the ground up—that is, although I knew that a number of people were working on horseless carriages, I could not know what they were doing. The hardest problems to overcome were in the making and breaking of the spark and in the avoidance of excess weight. For the transmission, the steering gear, and the general construction, I could draw on my experience with the steam tractors. In 1892 I completed my first motor car, but it was not until the spring of the following year that it ran to my satisfaction. This first car had something of the appearance of a buggy . . .The car would hold two people, the seat being suspended on posts and the body on elliptical springs. There were two speeds—one of ten and the other of twenty miles per hour— obtained by shifting the belt, which was done by a clutch lever in front of the driving seat. Thrown forward, the lever was put in the high speed; thrown back, the low speed; with the lever upright the engine could run free. To start the car it was necessary to turn over the motor by hand with the clutch free. To stop the car, one simply released the clutch and applied the foot brake. There was no reverse, and speeds other than those of the belt were obained by the throttle. I bought the ironwork for frame of the carriage and also the seat and springs. The wheels were twenty-eight-inch bicycle wheels with rubber tires . . . .

Nearly all of these various features had been planned in advance. That is the way I have always worked. I draw a plan and work out every detail on the plan before starting to build. For otherwise one will waste a great deal of time in makeshifts as the work goes on and the finished article will not . . . be rightly proportioned. Many inventors fail because they do not distinguish between planning and experimenting . . . .

My gasoline buggy was the first and for a long time the only automobile in Detroit. It was considered to be something of a nuisance, for it made a racket and it scared horses. Also it blocked traffic. For if I stopped my machine anywhere in town a crowd was around it before I could start up again. If I left it alone for even a minute some inquisitive person tried to run it. Finally I had to carry a chain and chain it to a lamp post whenever I left it anywhere. And then there was trouble with the police. I do not know why, for my impression is that there were no speed laws in those days. Anyway, I had to get a special permit from the mayor and thus for a time enjoyed the distinction of being the only licensed chauffeur in America. I ran that machine about one thousand miles through 1895 and 1896 and then sold it to Charles Ainsley of Detroit for two hundred dollars. That was my first sale. I had built the car not to sell but only to experiment with. I wanted to start another car.

ENGLISH

ISAAC BASHEVIS SINGER ACTIVITY

SKILLS:

1. Comprehension: Students will review previously read material.
2. Analysis: Students will differentiate between immigrant groups in a short story.
3. Analysis: Students will question the reasons immigrants adopt American traditions.
4. Evaluation: Students are to assess the reasons why and extent to which immigrants become Americanized.

GOAL:

To recognize that historically immigrants have tended to give up old world traditions and adopt American traits.

ACTIVITY: Suggested time--two days

Students will review notes and the text of Ch. 30 of their U. S. History text.

Students will read Singer's "Lost", p. 616 of the American Literature text.

A class discussion will be held on the short story.

WRITING ASSIGNMENT

In an essay students will explore the following: Does the process of Americanization of immigrants require the discarding of old world traditions? Yes/No Why?

FOLLOW-UP DISCUSSION

A follow-up discussion should be held on the following questions. Does an immigrant adopt American ways to 'belong' or as a sincere conversion to this culture. Why does this happen?